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Materials Review for Learners of Chinese as a Foreign Language

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EDCI 521 Fall 2009

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November, 2009

Brief Context

**Language:** Chinese **Content Area:** Directions and Transportation Unit

**Language Level:** Two **School:** George C. Marshall High School

**Number of Students:** 24 **Grades:** 9-12 **Time:** 60min/class

**Objectives:** Students will be able to

1. Say and use direction words including up (上), down (下), left (左), right (右), east (东), west (西), south (南), and north (北).

2. Say and use the verbal phrases giving directions: go along the direction of … (向…走), take the turning on the… (向…转), and go along the road/street/avenue of … (沿着…走)

3. Say different types of transportation including walking (走路), bicycle (自行车), car (汽车), bus (公交车), taxi (出租车), metro (地铁), train (火车), ship (轮船), and airplane (飞机).

4. Say and use different verbs and match them with appropriate vehicles: ride (骑), drive (开), take (坐).

5. Say names of places usually appeared on a local city/town map such as school (学校), company (公司), postal office (邮局), museum (博物馆), cinema (电影院), public park (公园), hotel (旅馆), shopping center (购物中心), restaurant (饭店), hospital (医院), etc.

**Standards:**

**National:** *Standards for Foreign Language Learning* (ACTFL 5Cs)

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**State:** *Foreign Language Standards of Learning for Virginia Public Schools* (Virginia SOL)

**MFLII.1** The student will exchange spoken and written information and ideas in the target language.

**MFLII.2** The student will demonstrate skills necessary to initiate, sustain, and close brief oral and written exchanges in the target language, using familiar and recombined phrases and sentences.

**MFLII.3** The student will understand basic spoken and written target language presented through a variety of media and based on new topics in familiar contexts.

**MFLII.4** The student will use verbal and nonverbal cues to interpret spoken and written texts in the target language.

**MFLII.5** The student will present information orally and in writing in the target language, combining learned and original language in simple sentences and paragraphs.

**MFLII.7** The student will demonstrate understanding of the perspectives, practices, and products of the cultures studied and the ways these cultural aspects are interrelated.

**MFLII.9** The student will demonstrate understanding of similarities and differences between the cultures studied and the cultures of the United States.

**MFLII.11** The student will apply target-language skills and cultural knowledge in opportunities beyond the classroom setting for recreational, educational, and occupational purposes.

**Local**

Local standards are aligned with national and state standards.

**Needs Analysis Summarized:**

There is one thing we always put in our minds that curriculum design should meet different needs of students in class. As we have national, state and local standards to guide us, we will try to build a content-based language learning environment to enhance students’ ability to use Chinese. Since students needs vary, a variety of instruments will be used. Changing and interesting topics will be provided to attract students; historical related theme will be introduced to enhance students desire of learning an old country; cultural materials help students learn how people live on the other side of the world; games and role play help students “learning by doing” (Wong, 2006); frequently used words are applied with meaningful illustrations and notes (Peregoy & Boyle, 2005). Cooperative activities are advocated to reinforce a friendly learning community in high school environment. Enhancing self and peer review in writing is a good way to improve writing. All these points have one same goal: to make learning meaningful and interesting and meet both standards and students needs.

In our curriculum unit we plan to not only incorporate differentiated materials but also to engage these students in cooperative learning experiences that will encourage them to participate in the class discussions. As Peregoy and Boyle (2005) indicate, working in a cooperative setting will support the four students’ language needs, because they will have a specific role in a small group of diverse learners.

The following materials is purposively selected and reviewed to assist students to accomplish the directions and transportation unit. The selection is based on previous needs analysis of these students, basically to motivate students’ learning, to develop oral and written skills, and to promote cooperative learning.

Materials Review for Learners of Chinese as a Foreign Language:

An Annotated Bibliography

**Texts** (include “Big Books”, reference books, little books, textbooks, Teacher Resources)

**Chen, F., & Zhu, Z. (2007). *Learn Chinese with Me (Student’s Book 2)*. Beijing: People’s Education Press.**

This textbook belongs to the *Learn Chinese with Me* series which were designed by China National Office for Teaching Chinese as a Foreign Language (also known as Hanban) for overseas (non-Chinese) high school students of Chinese language, aged between 15 and 18 years old, whose native language is English. In effect, this textbook series is widely used in Chinese classes in high schools. The Lesson 2 of Unit 1 in the second book of the series includes names of common buildings and places, phrases, sentence patterns and dialogues of directions. All these texts can be used as essential instructional materials.

**Kagan, S., & Kagan, M. (2009). *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing.**

Although it is not a Chinese language learning material, *Kagan Cooperative Learning* is an excellent resource for teachers to promote cooperative learning. It is famous for its team building and class building structures such as Think-Pair-Share, RallyRobin, Three-Step Interview, and Numbered Heads Together. This resourceful text also provides instructions to teachers on how to create projects and presentations, plan lessons, assess and grade students’ performance through cooperative learning strategies. All the structures, skills, and strategies introduced in this book apply to any foreign language classroom including Chinese language teaching.

**Li, X., Luo, Q., Liu, X., Wang, S., & Xuan, Y. (2009). *Kuaile Hanyu (Happy Chinese)*. Beijing: People’s Education Press.**

This textbook is for secondary students aging from 11 to 18. It contains students’ book, teachers’ book, exercise book as well as flash cards and CD. This textbook tries to cater students’ needs from that age and it aiming at promoting students’ interesting in learning Chinese in a natural environment and reinforcing students’ communication skills. This textbook is sponsored by Hanban and Confucius Headquarters.

In this book, there are lessons planned to tech directions, transportation and travelling. These lessons help students to say names of different places, ask for directions and how to use different transportation to get to different places. All these texts can be used as essential instructional materials

**Liu, X. (2009). *New Practical Chinese Reader*. Beijing: Beijing Language and Culture University Press.**

This textbook is designed for Level 1 and Level 2 Chinese learners. Its main purpose is to help learners use and communicate in Chinese through Chinese structures, function and culture. Fourteen lessons are planned with stories happened among several foreign students who are learning Chinese and their friends and teachers. This book focuses on developing students’ listening and speaking skills. A lot of after-lesson practices are provided. This textbook is also supported by Hanban. In Lesson 5, asking direction is integrated into a conversation and explanation is provided. The special part is the pronunciation is specifically expatiated. Practices are provided to help students to use structures to ask for directions. This book can be a great help to improve students oral Chinese and listening.

**Liu, Y., Yao, T., Bi, N., Ge, L., & Shi, Y. (2009). *Integrated Chinese Level 1 Part 1 Simplified Characters (3rd ed)*. Boston: Cheng & Tsui.**

*Integrated Chinese* textbook series were designed by Chinese language educators in the United States which is very suitable for American students because they are familiar with the topics and themes selected in this book series. It originally targeted at high school AP Chinese and college-level student population. However, some of its text can be adapted and scaffolded to teach beginners. For example, the Lesson 10 of the Level 1 Part 1 book is a quality resource to teach the transportation unit.

**Ma, J., & Mao, Y. (2007). *A Complete Handbook of Spoken Chinese*. Beijing: Beijing Language and Culture University Press.**

This book is recommended to high school students when they travel in China. It is very quick and easy to read, and students can master Chinese structures in everything soon. It is not deep about using language but just for contemporary use, especially for someone who is first time to China. Still, we can use this book to help students to learn authentic Chinese expressions in a fast way or to check how well they learn the textbook.

**Wu, Z. (2005). *Contemporary Chinese 1*. Beijing: Sinolangua Press**

Intended for English-speaking learners, *Contemporary Chinese* is a textbook designed for those who are learning Chinese as a foreign language. The ultimate goal of this book is to help students develop comprehension and communication abilities in Chinese. Specifically, it provides training in listening, speaking, reading, and writing.

Textbook (Vols.1-4) consists of text, vocabulary, notes, grammar, and cultural background. The texts, given in both simplified and traditional characters, also include pinyin and English translation.

Lesson 8 is about directions and using transportations. Only new vocabulary is provided with pinyin. Pictures and maps are used to help students understand the direction and places. Exercise books provide with many practices. This book can be used for general instructional purpose.

**Multimedia** (videos, records, CDs, cassettes, computer programs)

**ChineseClass101.com. (2009). *Learn Chinese Vocabulary – Vehicles*. Retrieved on November 20, 2009 from YouTube.com:** [**http://www.youtube.com/watch?v=1t-3\_9TaAMw**](http://www.youtube.com/watch?v=1t-3_9TaAMw)

Originally created by ChineseClass101.com, this flashcard video presentation includes basic vocabulary of vehicles as its title indicates. It is a good resource for both in class and after class. It is featured with a three-step self-test section: 1. See the picture; 2. Guess the answer; 3. Get the answer. Students can get a quick review within three minutes. However, some commonly used vehicle words are not included. Teacher should provide supplementary vocabulary if necessary.

**ChineseClass101.com. (2009). *Learn Chinese - How to get around Beijing #1, Bicycles*. Retrieved on November 20, 2009 from YouTube.com:** [**http://www.youtube.com/watch?v=dyxv2CqXpl8**](http://www.youtube.com/watch?v=dyxv2CqXpl8)

**ChineseClass101.com. (2009). *Learn Chinese - How to get around Beijing #2, Taxi*. Retrieved on November 20, 2009 from YouTube.com:** [**http://www.youtube.com/watch?v=8ZaUZt95L7M**](http://www.youtube.com/watch?v=8ZaUZt95L7M)

**ChineseClass101.com. (2009). *Learn Chinese - How to get around Beijing #3, the Subway*. Retrieved on November 20, 2009 from YouTube.com:** [**http://www.youtube.com/watch?v=GVFvllxH32s**](http://www.youtube.com/watch?v=GVFvllxH32s)

**ChineseClass101.com. (2009). *Learn Chinese - How to get around Beijing #4, the Bus*. Retrieved on November 20, 2009 from YouTube.com:** [**http://www.youtube.com/watch?v=C\_yTU6Nvp-s**](http://www.youtube.com/watch?v=C_yTU6Nvp-s)

This four-episode series center around one topic: how to get around Beijing? Each episode focuses on one vehicle. Although they may not be appropriate for classroom instruction, these podcast-format video clips are very interesting materials for students to use as learning entertainment beyond classroom. By watching and listening to these videos students not only review basic vocabulary of transportation but also learn some local culture in Beijing. This valuable resource can also be adapted to after class assignment/project either as an individual task or as a group work.

**Chinese iLAB.com. *Video Slide: Asking for Directions in Chinese.* Retrieved on November 30, 2009 from**

[**http://www.chinese-ilab.com/videos/beginner/directions/index.html**](http://www.chinese-ilab.com/videos/beginner/directions/index.html)

This website provides Videos Lessons, Audio Lessons, Games/Quizzes, Pinyin & Tones and Vocabulary for beginner and intermediates. The video slide provides a simple presentation of asking for directions in Chinese which accommodates a lot of visual and audio learners among the students. The slides include a dialogue, key phrases and key words that are used in the conversation. The slides can also be conveniently downloaded to iPod and MP4 players.

**Clavis Sinica (2008). *Clavis Sinica program [computer softerware].***

Clavis Sinica means "Key to the Chinese Language." The easy-to-use software helps you learn Chinese by unlocking the meaning and structure of the Chinese characters in the texts you want to read. The Clavis Sinica software was developed by a faculty member at the University of Michigan as a supplementary learning tool for English-speaking students of the Chinese language. It is currently being used by thousands of individual customers in 48 US states and more than 30 other countries. Users include high school and college students, language teachers, diplomats, translators, interpreters, journalists, immigration counselors, missionaries, doctors, business people, tourists, heritage speakers, and parents of adopted Chinese children. The software was first used at the University of Michigan in the spring of 2001, and since then has been widely adopted for use on other school, college, and university campuses to support existing Chinese language courses. So I consider it a quite helpful resource in teaching Chinese reading in high school.

**GuavaTalk. (2008). *Get Directions in Chinese*. Retrieved on November 10, 2009 from GuavaTalk.com:** [**http://www.guavatalk.com/video/how-to-ask-for-directions-in-chinese**](http://www.guavatalk.com/video/how-to-ask-for-directions-in-chinese)

This YouTube video is originally from GuavaTalk.com, a Chinese language online course provider. Although learners need to pay for most of its online lessons, this website offers some free sample lessons including this Ask for Directions lesson. This five-minute video presentation simply introduces a question—how to get to some place (去…怎么走？)—usually used to ask for directions. It also includes several possible answers to the question. This is a good supplementary material for after class revision purpose.

**Immediatechinese. (2009). *Immediate Chinese Lesson - Getting around China...where is...?* Retrieved on November 19, 2009 from YouTube.com:** [**http://www.youtube.com/watch?v=0lqdHdgSqSY**](http://www.youtube.com/watch?v=0lqdHdgSqSY)

This video clip is very age appropriated because it is just created by a high school aged student. In the one-minute video he demonstrates how he asks for directions to get access to different transportations and ends up taking a taxi in order to go home. It is fun and very close to authentic scenario. It is highly recommended to be used in classroom so as to raise students’ interests of learning.

**Livetutoring06. (2007). *Learn Chinese Mandarin Lesson 6 – Directions*. Retrieved on November 10, 2009 from YouTube.com:** [**http://www.youtube.com/watch?v=xHJ54P2dccU**](http://www.youtube.com/watch?v=xHJ54P2dccU)

This four-minute video is featured with 11 direction words and a verbal phrase which are the major focus of the direction lesson. It includes all the vocabulary that students need to know about directions. However, the video is not suitable for classroom learning but for review purpose only. The video has only one scene with a vocabulary list and audio guidance and explanation which would not promote learning in classroom activities. Yet it is really a good resource for after class revision since it covers all the required direction words and will not take too much time.

**Ma, J. & Mao, Y. (2007). *A Complete handbook of Spoken Chinese [CD]*. Beijing: Beijing Language and Culture University Press.**

There is a CD coming with this book and it can be used to reinforce students’ spoken Chinese and their tones.

**PeggyTeachesChinese. (2009). *Mandarin Lesson: How to ask for directions in Chinese*. Retrieved on November 13, 2009 from YouTube.com:** [**http://www.youtube.com/watch?v=GnkeJiC6f3k**](http://www.youtube.com/watch?v=GnkeJiC6f3k)

Peggy Lee created this seven-minute video lesson to teach how to ask for directions in Chinese which was originally published on PeggyTeachesChinese.com. At present, it is only retrievable on YouTube.com. The video clip is good for both classroom instruction and after class revision. It is featured with a short role play as a simulation of asking for directions in several ways which could be used as scenarios to introduce the lesson. In the video Peggy Lee also explains sentence patterns in detail. Her energetic presentation is very attractive to the audience.

**Rosetta Stone Ltd. (1999-2009). *Rosetta Stone [Computer software]*.** [**http://www.rosettastone.com**](http://www.rosettastone.com)

It is a great software to learn language not limited to Chinese. For example, in transportation and directions lessons, learners read texts after a Chinese speaker, make choices or match phrases after listening, and fill in blanks before reading the sentence. Thus, all the vocabulary and sentence structures are integrated into context, and various pictures are coming with the sentences. The amazing part is that every session (grammar, speaking, listening, and reading) includes so many practices that it reinforces the language learning through repeating in different ways. With these pictures, students can visualize what the picture says and explicit the concepts of how to use words and sentence structures. This will be a great helper if some advanced students want to extend their Chinese after class, and it will also be helpful for those who want to consolidate what they have learned in class. However, it is not free.

**Seton Hall University. (2008). *Learning Chinese: Transportation*. Retrieved on November 15, 2009 from YouTube.com:** [**http://www.youtube.com/watch?v=lpw9Fi36G94**](http://www.youtube.com/watch?v=lpw9Fi36G94)

Professor Dongdong Chen from Seton Hall University uses DVD clips to assist instruction in Chinese classes. This clip is actually the Chapter 11 of the learning Chinese DVD. The three-minute concise video consists of two dialogues performed by two characters. Two friends discuss about possible ways to get to the airport in the first dialogue; in the second dialogue the character talks about how she travels around her hometown and visits friends in narratives. Although it is used for college-level instruction, it is also usable for some high school students at Chinese level II such as heritage learners with appropriate scaffolding. This video clip could be used as a tool for differentiated instruction in classroom.

**Transparent Language. (2009). *Before You Know It [Computer software]*.** [**http://www.byki.com**](http://www.byki.com)

*Before You Know It* (Byki) is a free downloadable computer software designed by Transparent Langauge. This software aims at helping language learners to build up vocabulary which is available in over 70 languages including traditionally taught languages such as Spanish, French and German, and less commonly taught languages such as Hindi, Farsi and Vietnamese. Chinese is also available in this software. Users can download study lists of various topics including directions and transportation from the website. The software is compatible with Windows and Macintosh operation systems, literally a PC or a Mac. Byki can also be downloaded to an iPhone or an iPod Touch as an App so that a Chinese vocabulary database is just at hand.

**Wu, Z. (2005). *Contemporary Chinese 1 [CD]*. Beijing: Sinolangua Press**

This book also comes with a CD which helps students to complete their homework and reinforce their pronunciation when they are out of the Chinese class.

**Manipulative** (professional kits or teacher made)

**Wang, W., Yu, P., & Wu, X. Sentence Forming Game [Teacher-developed activity].**

Students will be divided into five groups and each group has a different function. The first group will represent cities; the second group will represent transportation; the third group will represent prepositions; the fourth one will be verbs and the last one will be directions. Everyone in groups has one or two flash card on his/her body (one in back and one in front). A heritage speaker will read out a question prepared by teacher, and each group decides whom to send (it varies from no one to two persons) Words on students of different groups form a sentence which should be an answer to the question. The whole class will judge if the sentence is right. The groups who give the right words will gain points. This activity promotes cooperative learning.

**Wang, W., Yu, P., & Wu, X. Treasure Hunting Game [Teacher-developed activity]*.***

Students will be divided into several groups (3 or 4 suggested). Each group will have a map (school building, park, downtown, etc.) with a starting point marked. Teacher will give the first direction. Students will find a clue or a hint at the first assigned point indicating next location. They need to finish a team-work task at the ending point. All directions and guidelines will be in Chinese with appropriate scaffolding if necessary, such as visuals, audios, written explanations.

**Websites**

**BBC. *Real Chinese - Asking for directions*. Retrieved on November 21, 2009 from:** [**http://www.bbc.co.uk/languages/chinese/real\_chinese/directions/**](http://www.bbc.co.uk/languages/chinese/real_chinese/directions/)

BBC’s Real Chinese online lessons cover a variety of topics which include this Asking for Directions lesson. It presents the lesson in slide shows with key language points, audios of dialogues, tips on pronunciation and grammar, cultural notes, and a short video clip. This online mini lesson can be used as a listening material supplementary to in-class instruction.

**Chinese iLAB.com. *Chinese Transportation Audio Memory Game.* Retrieved on November 30, 2009 from**

<http://www.chinese-ilab.com/games/beginners/8%20transportations/memory%20game/index.html>

**Chinese iLAB.com. *Chinese Transportation Audio Matching Quiz.* Retrieved on November 30, 2009 from**

<http://www.chinese-ilab.com/games/beginners/8%20transportations/trans%20match/index.html>

These two games/quizzes offer the opportunity for students to learn from fun when studying the vocabulary. Different from other memory game and matching quiz, these two replace the words with audio clips so that it exercises students’ listening skill too. The website also has other games based on different levels and topics. The disadvantage is that the vocabulary being tested is very limited. Only six words are tested each time.

**Chinese-Tools.com. (2005-2008). *Lesson 25 - Direction and Position.* Retrieved on November 17, 2009 from:** [**http://www.chinese-tools.com/learn/chinese/25-direction-and-position.html**](http://www.chinese-tools.com/learn/chinese/25-direction-and-position.html)

**Chinese-Tools.com. (2005-2008). *Lesson 26 - Asking the Way.* Retrieved on November 17, 2009 from:** [**http://www.chinese-tools.com/learn/chinese/26-asking-the-way.html**](http://www.chinese-tools.com/learn/chinese/26-asking-the-way.html)

These two well-developed online lessons can serve as exemplars for teachers to plan for the directions and transportation unit. Students at Chinese Level 2 may not be able to learn these two online lessons by themselves, but they can definitely learn some basic vocabularies and sentence structures from the lessons with proper scaffolding.

**Chinese-Way Press. *Learn Chinese Word—Transportation.* Retrieved on November 30, 2009 from**

<http://www.chinese-way.com/learn-chinese-word-noun/transportation/1/>

This resource is good for vocabulary review and character exercise. One thing special about this site is that it has animations of the steps of writing the characters in the vocabulary. In Chinese, character writing practice is very important so it can be used in class presentations or for self-study of the characters. It also has a stroke video which shows the steps of writing the vocabulary of vehicles.

**Clavis Sinica. *Chinese Voices Project.* Retrieved on November 30, 2009 from**

[**http://www.clavisinica.com/voices.html**](http://www.clavisinica.com/voices.html)

This is a collection of short annotated and graded texts about life in modern Beijing. Each text is accompanied by an MP3 audio recording, so students can listen to the stories as they read along. This accommodates the needs of audio learners among the students. The attractive thing is that all of the selections are written by savvy young Beijingers and are read in their own voices. Each piece offers a perspective on modern life in Beijing you won't find in a Chinese language textbook or the China Daily. So this resource is perfectly suitable for high school students at the beginner and intermediate levels.

**Google map (Chinese version).** [**http://ditu.google.cn**](http://ditu.google.cn)

Thanks to Google, students can use this map to explore China virtually. Students can find locations, work in pair to ask directions, calculate distance, and pinpoint places of interest. Specific addresses are searchable in most of the big cities but not for towns or villages. It is in Chinese.

**MyChinaStart.com. *China maps of Shanghai, Beijing & other Chinese cities.* Retrieved on November 30, 2009 from**

<http://maps.mychinastart.com/>

This is a resource of maps of China and its major cities. It is very comprehensive because it includes maps of the cities, their scenic spots, district maps, and the maps in different historical periods. These maps will come in handy when teaching a lesson on transportation and directions.

**Praxis Language Ltd. (2009). ChinesePod.** [**http://chinesepod.com**](http://chinesepod.com)

This website is a popular Chinese learning resource because everyone can find their own level here. The conversation is usually half in Chinese and half in English. The content is authentic especially for nowadays and for young people. Some new words invented recently are used. It always includes discussion, dialogue, vocabulary, expansion, and exercise part. Audio is also provided. It is interesting that the beginning, elementary and intermediate levels all have directions part. However, they develop with different levels and go forward deeper from beginning to intermediate because it is not that straight forward to ask for directions. This can be helpful for students who don't understand the lesson well and they need help from similar resource with English translation.

**Semanda.com. *Printable Mandarin Flashcards.* Retrieved on November 30, 2009 from**

<http://www.semanda.com/printable.aspx>

These Printable PDF Mandarin Flashcards are convenient for teachers to use. It has two types: Chinese and English with Pinyin; Chinese with Pinyin and English. Teachers can choose different types to print out based on the needs of the lesson. Actually it also has pictures on them so it is very visual. The vocabularies are divided by themes such as transportation, clothes, animals, body parts, etc. This could be a very good resource of visual aids to be used in many classes because the website has a wide range of themes.

**Simple-Chinese.com. *Asking for Direction.* Retrieved on November 30, 2009 from**

<http://www.simple-chinese.com/learn-chinese/lesson-18/index.html>

**Simple-Chinese.com. *Transportation in Chinese.* Retrieved on November 30, 2009 from**

<http://www.simple-chinese.com/learn-chinese/lesson-19/index.html>

These two resources are lessons on direction and transportation. It has vocabulary with Pinyin, English and Audio clips of the pronunciation. Each lesson has two sets of vocabulary and dialogue so teacher can tailor them to what the class needs to learn. In the vocabulary part, it separates the characters in one word to let learners have a better understanding.

**University of Michigan. *Chinese Text Samper: Readings in Chinese Literature, History, and Popular Culture.* Retrieved on November 30, 2009**

<http://www-personal.umich.edu/~dporter/sampler/sampler.html>

As the title indicates, this website contains reading materials of Modern Chinese Literature, Classical Chinese Literature, Chinese Film Scripts and Song Lyrics, Chinese Fables, Parables, and Children's Stories, Chinese History, Ethics, and Politics, Chinese Language in Daily Life. This resource is wonderful not only because it provides so many kinds of reading materials, but also brings the culture and connections perspective into the classroom of language learning. The numerical ratings next to each title provide a rough measure, on a scale from one to seven, of the relative difficulty of the text based on the usage frequency of the characters it contains in modern Chinese. A low number indicates a relatively accessible text, with a low percentage of less commonly used characters. A higher number indicates a more difficult text, with a higher percentage of such characters. So teachers can choose the text according to the difficulty of the article and the level of students.

**Visuals** (charts, graphs, maps, graphic organizers, digital photos, student made, teacher made and professional)

**Liu, F., Wang, W., Zhou, R., & Li, D. (2007). *Chinese Paradise: Cards of Words and Expressions*. Beijing: Beijing Language and Culture University Press**

This book is designed for young pupils rather than for high school students. However, the flash cards coming with the book will be helpful for teaching directions and transportation. Teachers can also use these cards to do other classroom activities like matching or flyswatter games. It has pinyin and Chinese characters on the front side and translation on the other side.

**Map of Beijing downtown**

A Chinese map of Beijing downtown is an authentic material to generate learning activities for the directions and transportation unit. It could be used as an authentic reading material; it could be used as a reference to write directions to get to places with a specific starting point; it could be used as a prop in a role play activity. As a matter of fact, a map promotes teachers’ as well as students’ creativity.

**Wall Map of Transportation, Countries, and Cities**

This wall map can help students to visualize the places and transportation vehicles and it will be great for class decoration. All the parts can be cut into pieces to be utilized in other classroom activities also.